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Fall 9-1-2000

### LING 570.02: Seminar in Second Language Pedagogy

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Linguistics 570 - Seminar in Second Language Pedagogy  
 Second Language Acquisition: Practices and Models  
 Tuesdays, 2:10 to 5:00, LI 109  
 E-mail: thibeau@selway.umt.edu

Tully Thibeau  
 Fall 2000  
 Office: Linguistics 111  
 Office Hours: MWF 3:30  
 to 4:30

### COURSE MATERIALS

Cook, V. (1996). Second Language Learning and Language Teaching, 2nd Edition. New York: St. Martin's Press. {to be distributed in Fac-Pac format}  
 Lightbown, P. & Spada, N. (1999). How Languages are Learned, 2nd Edition. New York: Oxford University Press  
 McLaughlin, B. (1987). Theories of Second-Language Learning. London: Edward Arnold  
 Various readings at library reserve and/or in Fac-Pac format {TBA}

### COURSE DESCRIPTION

Language pedagogy and language theory do not exactly share a history. They have occasionally enjoyed chance encounters, proceeding perilously close to each other periodically until the danger is exposed and, as a result, the two disciplines diverge to retain their relative purity. Currently, in several professional circles, insulating pedagogical approaches and theoretical frameworks from each other has instituted an artificial antithesis, even though at its core each vocation pursues different objectives under different assumptions.

Recent understanding simply does not interpret 'different' to necessarily mean 'opposite.' And, while changes in language teaching have evolved at the nearly the same pace as changes in linguistic analysis, any connection linking classroom practice and mental models has been indirect at best, the former spurred by responses to students' needs (Cook, 1996) but the latter instigated by discontent with unexamined premises (McLaughlin, 1987). Building direct links between practice in language teaching and models of language learning has begun on the basis of two ideas: that practitioners can evaluate methods more effectively with the information provided by theory (Lightbown and Spada, 1999) and that theorists can foster more effective explanations for how methods operate in classroom settings (Cook, 1996).

As students in this course, you will examine possible convergences of theory and praxis in second language acquisition, with the basic goal of either nurturing or nullifying their intersection, whichever you deem most scientifically fit.

### COURSE ASSIGNMENTS

There will be a set of presentations on course topics and readings given by each graduate student enrolled in the course. Classroom presentations will number no less than three and no more than five and will count for approximately 45% to 50% of your final grade. These presentations will vary in length, approximately 20-25 minutes for individual presentations and approximately 35-40 minutes for group presentations. Presentations should be organized and include not only summary but also critique.

A final research paper is also required from each graduate student. Research topics should be selected and developed by the writer, and the papers will most likely follow a process of topic proposal, annotated bibliography, progress report and final

document. Graduate students must also present the final document to the class (this counts as one of your presentations discussed in the previous paragraph). Paper presentations will be held at the end of the semester. The paper will amount to approximately 50% of your final grade.

### COURSE DUE DATES

All assignments and presentations are due on the day listed in the course outline. Late assignments are reduced one letter grade for each day late, and make-up presentations will be rescheduled for emergencies only. An assignment that is not turned in for a grade will receive a zero. An absence is not an excuse for failing to turn in an assignment or to give a presentation unless the absence is related to a major illness or major emergency.

If possible, please contact me before due dates if emergencies should arise.

### COURSE GRADES

I will evaluate you based on your presentations and research paper. A grade of A will be awarded to students who earn 90% or more, a B will be awarded to those who earn less than 90% and above 80%, a C will be awarded to those who earn less than 80% and above 70%, a D will be awarded to those who earn less than 70% and above 60%, and an F will be awarded to those who earn less than 60%.

### COURSE OUTLINE

- 9/5 WEEK ONE  
Introduction to course topic, traditions in the theory of language/knowledge (Writing: Response to Hymes, "theoretical and practical problems converge")
- 9/12 WEEK TWO  
Present-day theories of language and learning through the lenses of research (Reading: Ch. 1 & 2, Cook; Ch. 1, Lightbown and Spada; Ch. 1, McLaughlin)
- 9/19 WEEK THREE  
Class postponed til Thursday; writing workshop & intro to language transfer (Writing: Report on week 2 reading, synthesis of theory, research & teaching)
- 9/24 WEEK FOUR  
Presentation One - All Individuals (approximately 15-20 minutes in length), First language [L1] transfer in second language [L2] learning and L1 acquisition (Reading: reread Ch. 1, Lightbown and Spada)
- 10/3 WEEK FIVE  
Presentation Two - Two Groups (approximately 25-30 minutes in length); Bootstrapping theories for child language acquisition as breaking into UG and implications for possibly making access of UG during adult L2 learning (Reading: Ch. 8, Cook; Ch. 2, Lightbown and Spada)

## 10/10 WEEK SIX

Presentation Three - All Individuals (approximately 10-15 minutes in length);  
Adult L2 learning theory as plausible extension of child language acquisition  
(Reading: Ch. 6, Cook; Ch. 2, McLaughlin)

## 10/17 WEEK SEVEN

Presentation Four (I) - 2 Individuals (approximately 20 minutes in length);  
Debating UG access in L2 learning and varying claims for universal principles  
(Reading: Ch. 2, Cook; Ch. 4, McLaughlin)

## 10/24 WEEK EIGHT

Presentation Four (II) - 3 Individuals (approximately 20 minutes in length);  
Accounting for interlinguistic phenomena as universal and/or variational  
(Reading: Ch. 4, Lightbown and Spada; McLaughlin, Ch. 3)

## 10/31 WEEK NINE

Presentation Four (III) - 2 Individuals (approximately 20 minutes in length);  
Accounting for interlinguistic phenomena as universal and/or interactional  
(Reading: Ch. 7, Cook; McLaughlin, Ch. 5)

## 11/7 WEEK TEN

ELECTION DAY HOLIDAY!!!

## 11/14 WEEK ELEVEN

UnderGrad Presentations – 1 Individual (approximately 20 minutes in length);  
Second language acquisition as derivative of psychological processes in learning  
(Reading: Ch. 4, Cook; Ch. 6, McLaughlin)

## 11/21 WEEK TWELVE

Discussion session on discussion questions (in-class small group responses);  
Second language learners as individuals with styles and preferences for learning  
(Reading: Ch. 5, Cook; Ch. 3, Lightbown and Spada)

## 11/28 WEEK THIRTEEN

Discussion session in informal presentation Five – All individuals (10-15 minutes);  
Language classroom practices and observing teachers interact with learners  
(Reading: Ch. 5, Lightbown and Spada, Reserve materials on teaching methods)

## 12/5 WEEK FOURTEEN

Discussion session on discussion questions (in-class small group responses);  
Language instructors as individuals with styles and preferences for teaching  
(Reading: Ch. 9, Cook; Ch. 6, Lightbown and Spada)

## 12/12 WEEK FIFTEEN

Paper Presentations (at least 20 minutes in length, plus 5 minutes for questions)

## 12/19 WEEK SIXTEEN

FINALS WEEK (Final papers due, details TBA)